

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the explanation about speaking, teaching media, and taboo game.

#### **2.1 The Teaching of Speaking**

This section, the researcher explains the definition of speaking, the purpose of speaking, and the problems of teaching speaking.

##### **2.1.1 Definition of Speaking**

. The best way to communicate with other is conveying the message by using English and selecting the word that can be understood by the society so it will be easy for them to catch the information from the speaker (Gaillard 2009:4). Cameron (2001:40) and Brown (2004:140) demonstrated that speaking is a productive skill in the organ of speech to express meaning which can be directly and empirically observed. There are three important points within this definition of speaking skills. First, by productive skill is means ability of person to actively produce the language by coordinating the organs of speech such as lips, tongue, teeth, vocal cards, larynx, and pharynx. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener and others. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard

or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker. There are four aspects of speaking skills namely fluency, accuracy, pronunciations, and vocabulary (Brown 2001: 268). Nurgiantoro (2012:399) also assumed that speaking is an activity uses in human daily life after hearing. The speaker should have knowledge about structure and vocabulary so it will help them to speak well. In addition to have a good communication, the speaker should master the topic in order to minimize miscommunication between the speakers. From that statement above, it can be concluded that speaking is the ability in the dissemination of mind or opinion, also feelings by means of words to someone else with the intention to provide information.

### **2.1.2 The Purpose of Speaking**

The purpose of speaking is to communicate with others. The speaker should understand the materials before speaking to help the listener catch the information from the speakers and minimize miscommunication between one another. The purpose of speaking is to inform, to entertain, and to persuade (Tarigan 2008:16). Mudini&Purba also give their opinion that everyone speaks because of any reasons, and they need to be responded by others. Generally, the purposes of speaking is to motivate, to convince someone, to inform, and to certain one another. From that statement above, it can be concluded that speaking having an important role in learning English.

### **2.1.3 Problems of Teaching Speaking**

When teachers teach speaking, they must understand that learning speaking is very difficult for students because the effectiveness of oral communication requires the ability to speak correctly in social interactions. In interacting, there is diversity that not only involves verbal communication but also paralinguistic elements of speech such as tone, pressure, and intonation. Furthermore, nonlinguistic elements such as gestures and body language, facial expressions can help speech or convey messages directly without accompanying speech (Richard and Renandya, 2002:204). In this era, there are various approaches in teaching speaking, but there are still many failures during the learning process. There are various problems that effect clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, rhythm and intonation, and the last is interaction (Brown, 2001: 270-271).

All types of obstacles must be considered by the teacher to achieve success in teaching. Some problems in the teaching process usually occur through internal factors or external factors of the students. There are some results of discussion related to the problem which comes from the internal factor, including how the students produce language. This is a common problem that is often encountered by teachers when teaching speaking. Some problems include native language, age, exposure, innate phonetic abilities, language identity and ego, motivation and concern to speak well (Brown, 2001:284). Native language is a major factor influencing students to speak. Brown, (2001:284) states that if you are familiar with the system in the language used by students, you will be better able to diagnose the student's difficulties. With the above

statement, the researcher concludes that the student's mother tongue is a problem in the teaching process of speaking.

External factors also affect the students' speaking ability. Teachers should understand the students' problems in the learning process of speaking. The external factor is the institutional context that places English as a foreign language in a country. The context in which the learning language is still considerable needed to study and to be required. Intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English (Brown, 2001:118). Their immediate use of language may be seen far from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English. Besides, the facilities of learning activities and the teacher competences may influence the success of teaching speaking.

## **2.2 Teaching Media**

Media is coming from Latin Language which means a medium. Teaching media is a tool or materials that can be used to make educational learning become successful such as television, radio, newspaper, book, and magazines (Sanjaya 2012:57). There are three kinds of teaching media included audio, visual, and audio-visual.

Visual media aids include pictures, models, objects, and other tools that are clearly seen by students. Visual media aims to introduce, shape, enrich, and clarify abstract understanding or concepts to students, develop desirable behavior, and support students to be more active. Thus, the use of visual media in learning is anything that

can be seen by the eye and can be brought into the classroom as a visual teaching media to support the learning process so that it can run optimally. There are four types of visual media, namely print media, realia, overhead transparency, and LCD projectors. The process of making printed media through printing. English textbooks, magazines, newspapers, journals, bulletins, and dictionaries are types of printed media. The use of this media is needed because it can help students to get more knowledge and information widely, and provide more sources of facts. In addition to print media, there are other types of printed media such as graphic media. This media is in the form of photos, graphics, pictures, photographs, models, maps, games, puzzles, wall graphics, comic scripts, flash cards or sign cards, brochures, and posters. Real objects that can be brought into the classroom as teaching media are called realia. Therefore, realia is a real or imitative object that can be brought to the classroom as a visual teaching media. Large calendars, puzzles or games, big maps or globes, restaurant menus, hand puppets are all types of realia.

Instructional media that have functions to assist students' in learning using the process of producing sound called audio media. Audio media is the media whose contents can be recorded and heard. Through produced sounds, students can identify intonation and pronunciation without the presence of native speakers. Radios, tape recorders, audio compact discs, MP3s, MP4s are these types of media.

Audio-visual is a media that can be seen or heard like television and film. Audio-visual presents complete communication. Students can easily understand facial impressions; movements, physical backgrounds displayed, and learn to get closer to

something real in their lives. Films, TV programs recorded both images and sound on video CDs are these types of media.

The teacher can use media as tools to achieve the goals of learning. The researcher used taboo games. Teaching media can be effective if consistent with the objectives to be achieved, to support the appropriate lesson, practical, flexible, resistant, teacher skills while using it, groping target, and technical quality. Media is everything that can be used to distribute the message to the students so that it can remarkable attention or students' interest so that the learning is happening. From that statement, the researcher concludes that teaching media is a tool to make the students easy to catch the information while learning the English Language and help them to increase their knowledge of English.

### **2.3 Teaching Media for Teaching Speaking**

There are three factors that should be paid more attention by the teacher before choosing the instructional media. First is practicality. It is to provide and prepare the instructional media. Sometimes the teacher encountered difficulties so that the teacher should think and look for practical media that are easily available in the school or in a shop if he/ she want to buy them. Besides, the teacher should be practical to bring and to use them. The second is the students' characteristics. The students in the classroom are different so that it is important for the teacher to consider whether or not the media to be used are appropriate in light of the characteristics of the students. The third is an instructional activity. Many kinds of instructional activities which could be designed

by the teacher in order not to make students bored in following the activities. Therefore, different activities must be aided by different instructional media in order that the activities are varied and interesting to follow.

In the classroom, a teacher must design many kinds of classroom speaking performance to be done by students. There are some types of classroom speaking performance as follows: First, imitative. Learners especially beginners need models or examples in order that they can imitate the way to pronounce the words accurately or express sentences with correct stress and intonation. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Second is intensive speaking. Intensive speaking has one step beyond imitative to include any speaking performance that is designed to practice some phonological aspect of language. The third is responsive. A good deal of students' speech in the classroom is responsive: short replies to teacher – or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues such speech can be meaningful and authentic. Fourth is transactional (dialogue). Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiated nature to them than does responsive speech. The fifth is interpersonal (dialogue). The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining a social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of these factors; a

casual register, colloquial language, emotionally charged language, slang, ellipsis, and sarcasm. Learners would need to learn how many feature as the relationship between interlocutors. Sixth is extensive (monologue). Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of an oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

## **2.4 Taboo Game**

Taboo is a charade game published by Hasbro in 1989. Hasbro is one of the largest toy companies in the world located in the United States. In the games, there was a verbal response to provide guidance to their friends without using the gesture to help their friends on the same side and should not be mentioned the word that has been written on the taboo card. Taboo such a kind of language game. The object of Taboo is for one person, the clue-giver, to give descriptive clues to his or her or partner or group about a keyword printed on a card so that the partner or group can correctly guess the keyword. However, the clue-giver must describe the keyword without using the word itself or any of the five taboo words listed on the card (Cervantes: 2009).

### **2.4.1 The Concept of Taboo Game**

Taboo game is a game about guessing a word. Students play this game in a group. There will be one volunteer in each group to guide the players about their answers. The aims of this game are to train student sportsmanship, establishing



cooperation between students, create an active and challenging learning environment, develop students' creativity, and train the speed and spontaneity of students.

#### **2.4.2 The Steps in Applying Taboo Game**

There are a few steps that need to be taken while playing taboo games. First, the researcher will challenge the students into two groups. Each group may have one or two students with ability in English. There's going to be one volunteer in each group. The goal of the volunteer is to make sure that the players' answer is accurate, wrong, or almost true. Volunteers have got a chance to say three words. Second, the researcher is going to ask the students in each group to make a line so that all of them have a chance to guess the word. Third, the researcher will ask the volunteer to stand in front of their group in each group. Fourth, the researcher must place on their head the image or word which the students will guess. It's about making sure the students can't see the picture/word on their heads (the researcher will reduce the time for each group). The image reflects the theme the students learn at the time. The researcher will give an indication of the materials they should guess, such as stuff, historical places, animal, etc. The fifth, the researcher will ask the students to guess the picture/word on their head using English. Students are allowed to say something relevant to the subject. If the player's answer is correct, incorrect or almost true, the volunteer will say yes, no, or almost true. The students will tell pass if he/she cannot properly guess the word (the other students in their group will continue it). This is to ensure that all of the students in the group have an opportunity to play its game. That group gets a point if they say

the correct answer. The winner will be the group who got a high point. Lastly, give the winner a gift. It is to make the students enthusiastic while they are playing the game.

#### **2.4.3 The Weaknesses and the Activeness of Taboo Game**

There are several weaknesses of taboo games such as; Taboo games cannot be used for all learning materials, requires a lot of cards to allow teachers to make taboo cards out of the materials being taught, it takes a long time for all students to have a turn as a guide. Besides, taboo games also have the following advantages such as; train sportsmanship of students, promote students cooperation, build an active and demanding learning environment, improve the ingenuity of students, train students pace and spontaneity.

